

DIVISION OF APPLIED ARTS  
School of Health, Education & Human Services  
Early Childhood Development Program  
Fall 2010



COURSE OUTLINE

EC 113

Field Placement I

132 HOURS

4 CREDIT COURSE

**YUKON COLLEGE**

Copyright © 2004

All rights reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course outline prepared 2004 by Sandra Beckman, MSc. B.Ed. and ECD Diploma  
Revision by Rebecca Fenton, July 2010

Yukon College  
P.O. Box 2799  
Whitehorse, Yukon  
Y1A 5K4

**ECD 113  
FIELD PLACEMENT 1**

**INSTRUCTOR:** Rebecca Fenton

**TELEPHONE:** 668-4854  
**FAX:** 668-8890

**EMAIL:** pheasant@northwestel.net

**COURSE OFFERING** September 9<sup>th</sup> to November 25<sup>th</sup>, 2010

---

**COURSE DESCRIPTION:**

This course will provide students with an introduction to the practical field of Early Childhood Education and the opportunity to observe children in a variety of settings. For the first four weeks, students will observe children in a variety of settings one day a week. For the next six weeks, at 20 hours per week, the student completes the practicum by working with children in one setting. An integration seminar (EC 114) will provide students with the opportunity to discuss and integrate these observations in relation to theoretical concepts obtained in ECD 111 and ECD 112 this semester. This course will also begin to help prepare the student for the early childhood profession.

**COREREQUISITES:**

ECD 111, ECD 112 and ECD 114

## **LEARNING OUTCOMES:**

College classes give students learning experiences based on course objectives. The student is expected to gain skills and knowledge in all course areas and is guided throughout the four terms toward an integrated approach to field placement.

At the end of this course the student will be able to:

- Identify developmental changes that occur in children (ECD 111) and identify suitable learning activities for children at various stages of development.
- Identify different types of early childhood programs available locally for young children. (ECD 112).
- Compare and contrast the types of early childhood programs observed.
- Access computer supported materials for utilization in their practica.
- Develop and present a learning portfolio and resumé to peers and faculty in preparation for practicum II (ECD 123).

## **DELIVERY METHODS/FORMAT:**

For many students, Term I field placement is the student's first experience with an organized environment for children. The student will gain information and skills throughout the term. Because of limited experience in the field and because of liability concerns, students should **not** be left alone with children.

The Field Placement and Integration Seminars are co-requisite courses. During the first half of the first term field placement, the student arranges and conducts observations of a variety of early childhood settings. During the second half of the first term field placement the student chooses one early childhood setting and spends a total of 120 hours in this practicum placement. This may be scheduled for half days, Monday through Friday, for six weeks or other scheduling that suits both the student and the facility.

The student is expected to become familiar with, and act in accordance with, the policies, practices, and routines of the field placement facility. The student is expected to assist with the typical routines and curriculum of the facility.

## **ASSIGNMENTS:**

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, traditional knowledge, and practical experience to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Therefore, handing in assignments on the due dates is very important.

If you are unable to hand in an assignment on the due date, please discuss this with your instructor prior to the due date. Extensions will only be given in special circumstances. If no arrangement is made between instructor and student for an assignment to be handed in late, then a 5% per day deduction will apply.

After grading an assignment, the instructor may at her discretion ask a student to re-write an assignment if additional improvement is required.

Please note that **ALL** assignments must be completed in a satisfactory manner to receive a passing grade.

### **GRADING CRITERIA:**

10% student self grade  
10% field placement supervisor grade  
80% assignments

### **QUESTIONS OR CONCERNS:**

Please ***do*** come and see me if you have any questions or concerns about the class, the class requirements, or other issues.

### **STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

### **REQUIRED TEXTBOOKS:**

Copple, C. and Bredekamp, S. (Eds.). (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (3<sup>rd</sup> ed). Washington: NAEYC

ECD 113 & ECD 114 Reading Packet